

Inspiring leaders to
improve children's lives



Building and implementing an effective local workforce strategy

Module 8: launching, promoting and communicating the strategy
August 2010

Resource

Preface

Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children's services. Put simply, it is not "organisations", but the people within them, that make change happen – and workforce strategy is about people.

A workforce strategy summarises how each of the organisations working with children and young people intend to work together to make certain that everyone is excellent in their practice, committed to partnership and collaborative working, respected and valued as a professional and ambitious for every child and young person.

This local workforce strategy guide has been developed jointly by the National College for Leadership of Schools and Children's Services (National College), the Children's Workforce Development Council (CWDC) and the Training and Development Agency for Schools (TDA), working collaboratively to improve the support and service we can offer the children's workforce.

This is a practical, "how to" guide designed to provide support and a framework of guiding principles from the start to the end of the process of creating and implementing a local workforce strategy, no matter where the local area is on that journey. The guide has been written for the use of any individual or group whose professional role involves working towards helping children achieve more and securing the best possible results for children and families.¹

¹ As these materials have been published separately on the CWDC and National College websites there may be minor discrepancies in language between the two versions, although content remains largely consistent.

Introduction and overview

A local children and young people's² workforce strategy (workforce strategy) is a key document that draws together all that local organisations aim to do to attract, retain, support and develop everyone working with children and young people in their local area.

Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children and young people.

This practical, how to guide is designed to provide support at each stage of creating and implementing a workforce strategy, whether that is:

- **at the start:** trying to understand what a workforce strategy is and its local, regional and national context
- **already underway:** either reviewing or refining a workforce strategy
- **complete:** and ready to be promoted and implemented; or
- **being implemented:** requiring sustained focus and momentum, as well as regular review to ensure it is having the desired impact

There is a slide deck 'building and implementing an effective local workforce strategy' to accompany this how to guide, all slide references refer to this document.

Workforce strategy and other human resources (HR) activities

A workforce strategy, also sometimes known as "HR strategy" or "people strategy", provides the direction and principles which managers and practitioners need to guide decision making and in order to create their own, more detailed, people related plans.

In every agency and service area, and often at department level within them, one would hope to see a number of detailed plans and strategies being regularly developed and reviewed, such as:

- workforce plans³
- recruitment, reward and retention plans
- training and development plans (guided by skills and qualifications audits)
- continuous professional development plans
- leadership development plans
- succession plans
- their own workforce or HR strategies

The local workforce strategy does not seek to replace any of these, rather it seeks to be informed by them, respond to them and provide direction to them in an ongoing cycle (slide 4).

² Throughout this document children & young people should be read to include their families & carers where appropriate

³ Workforce planning is sometimes confused with workforce strategy. Workforce planning is focused on estimating an organisation's future staffing requirements and calculating the numbers, nature and sources of potential full time and temporary staff who might meet that demand.

Background to the guide

'Building and implementing an effective local workforce strategy' has been developed jointly by the **National College**, the **CWDC** and the **TDA**. The immediate focus of activity is support to local areas with workforce strategy and planning to ensure everyone working with children and young people is:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as a professional

Priorities

- Understanding the real time workforce issues facing local areas.
- Collaborating to achieve local solutions that encourage sustainable change.
- Working together to ensure best use of resources, shared efficiency and increased effectiveness.

Roles of development partners

The **National College** works to develop and inspire great leadership across children's centres, schools and children's services so that leaders and their teams can make a real and positive difference to the lives of children and young people. Our four key goals are:

- inspiring new leaders
- great leadership development
- inspiring successful leadership
- shaping future leadership

CWDC specialises in the development of the children and young people's workforce. Our immediate focus is on early years, social work, young people's workforce, social care and the integration of leadership and management of children's services in local authorities.

TDA focuses on developing the skills of the children's workforce in schools and ensures that schools can recruit good quality, well trained people who will continue to develop and improve their skills to support children's learning and development. We work to secure the supply and quality of the teaching workforce and promote teaching as a career. We also support the modernisation of the children's workforce in schools by helping schools to access the resources they need to remodel their workforce, deploy their staff effectively and introduce extended services.

Links

National College:	www.nationalcollege.org.uk
CWDC:	www.cwdcouncil.org.uk
TDA:	www.tda.gov.uk

Overriding principles

By following this guide, the organisations involved can be certain that their efforts will result in a local workforce strategy that is not only well thought-out and achievable, but will also follow and promote a set of fundamental overriding principles:

- Involving children and young people, their families and carers in the decisions that affect them.
- Engaging staff from all levels in shaping the children's workforce of the future.
- Including all workforce groups (or sectors) working with children and young people in the process.
- Promoting integrated working and reducing barriers and obstacles to this approach wherever and whenever possible.
- Being focused, both in terms of how resources are deployed and on making a real, tangible difference in the lives of children and young people.
- Driving more efficient operations of children's services to achieve the best possible value for money from the continued investment.
- Ensuring a diverse children's workforce that is representative of the community it serves, and in which everybody is treated fairly and offered equal opportunities.
- Striving to create a fully engaged, motivated and enthusiastic children's workforce, made up of high performing teams.
- Investing in the ongoing development of those working with children and young people to ensure that they have the right levels of qualification and experience, skills and knowledge.
- Inspiring the children's workforce through visionary, expert leadership and creating a succession pipeline of capable managers and leaders for the future.
- Collecting, analysing and acting on data intelligently in order to drive performance and focus resources.

Who is the guide designed for?

This guide could be useful to a number of audience groups, such as:

- the person or group of people directly responsible for drafting and implementing the workforce strategy – the developers of the local workforce strategy and actions
- the main sponsor of the local workforce strategy activity
- other active senior stakeholders, senior managers and leaders in the organisations involved who act as internal advocates and sponsors within their relevant organisations
- actively involved human resources and training practitioners, policy and commissioning leads, or people involved in evidence gathering or implementation projects

Developers

The guide has been written primarily for local workforce strategy developers. If you are the developer of your local workforce strategy, you will find in each module an explanation of what it is about and why it is important, followed by a range of practical support materials such as individual or group exercises, case studies and useful links.

Sponsors

If you are a sponsor of the local workforce strategy activity you will find a checklist at the end of each section giving suggestions of how you, in your role, can best support and promote the activity in that module. You will find that the role of sponsor is not a passive one, there are many doors that require opening, obstacles to remove and, importantly, tough questions to be asked along the way.

Active stakeholders

The guide has been written in modules which allows you to dip in to the modules relating to the activity areas you have been asked to contribute to or participate in.

Module 8: launching, promoting and communicating the strategy

By the end of this module, you will have:

- established the review and sign off procedures for internal and external communications about the workforce strategy
- created a working task team or connections with marketing and communications experts within each partner organisation
- created a launch plan which includes endorsement and awareness building activities
- developed an effective ongoing communications plan to build understanding and support

This module looks at how the launch of the workforce strategy can be used to create energy and excitement behind the vision for the children's workforce, as well as how an ongoing, planned and managed communication plan can be used to continue to build momentum by increasing the reach of awareness building and the depth of understanding.

An invaluable and useful stakeholder group for these activities is the **marketing and communications** staff within each of the partner organisations. It is recommended that they are included in the thinking and planning of the launch and communication activities as early on as possible.

It is important to determine the **review and sign off procedures** for internal and external communications related to the launch and ongoing communication of the workforce strategy. A well established process may already be in place or a new one may need to be introduced.

Launching the workforce strategy

Launching the workforce strategy provides an excellent opportunity to raise the profile of workforce development and build enthusiasm behind the strategy vision and objectives. The focus of this stage is to achieve basic awareness about workforce strategy as widely as possible across the children's workforce. The way workforce strategies are launched is influenced by local conditions; however this guide provides some hints and tips from areas which have recently undertaken such launches that may be of use when focusing on this area.

Endorsements

One of the first critical activities is ensuring you have the right, senior level and high profile people behind the workforce strategy. This may require some one-to-one meeting time with them. It can have a huge impact if the formal and informal leaders are "walking the talk" and reinforcing the message of the importance of workforce development. Some ways they can do this is:

- attending and speaking at launch events
- highlighting the launch at their meetings and in discussions
- being interviewed by local or relevant media and in internal newsletters

Involving children and young people in launch activities can also act as an important and impactful endorsement.

Awareness building

There are a number of ways to build awareness across the children's workforce –some ideas are listed below. Remember to consult and possibly revisit the audience group exercise completed in Module 7 in order to determine which methods would be best for each audience group.

- Create a list of stakeholders to post copies or email links to PDF versions.
- Make sure reference copies are made available such as in staff rooms and local libraries.
- Provide copies for reception areas and replenish these regularly.
- Use a variety of media, such as:
 - newsletters, flyers, circulars, notice boards, eg schools' circulars
 - emails from senior stakeholders or the director of children's services
 - posters
- Use standing meetings, workshops, training days and conferences.
- Tag on or get slots for 15 minute introductions to standing events and meetings.
- Integrated managers and other manager and practitioner forums.
- Put on a series of lunchtime or breakfast presentations at convenient locations.
- Look for ways to make the workforce strategy more accessible:
 - create summary fact sheets, FAQs, presentation slide packs
 - create tailored versions, eg "what the workforce strategy means for early years"
 - bring to life what an effective and fully integrated workforce looks like by sharing case studies and tangible examples
 - make it accessible on the intranets of the local authority and partner organisations
- Bring the workforce strategy to hard to reach groups such as through:
 - a "road show" of onsite presentations
 - information booths in reception or eating areas
 - drop in coffee sessions in staff lounges
- Use cascade processes to ensure consistent messages reach right down and across each organisation.
- Use a network of workforce champions to support the cascading of the key messages.
- Link it into service plans.

Ongoing promotion and communication

Although the launch of the workforce strategy is important, it is the ongoing communication about and promotion of workforce development that will drive a shift from initial awareness to a deep understanding and wide-scale support of the workforce strategy vision and actions. Putting a communication plan in place will help to achieve this.

Communication planning recognises that knowledge is built up in stages, and that different key messages and information is appropriate for each stage. A good communication plan will distribute layers of information over time rather than bombarding audience groups with too much at once and risk alienating them.

The most important thing for developers to understand when creating a communications plan is that effective communication requires multiple and repeated approaches. Many project communications efforts fail because they don't fit the communications styles of different individuals. The plan should include a mix of "push" and "pull" communications.

Successful communications plans will contain the following elements:

- regular, ongoing communication of progress and general awareness building
 - embedding key messages in induction and training programmes
 - regular slots in newsletters and notices
 - workforce development permanently on meeting agendas
 - looking for communication opportunities to raise profile
 - reviewing of milestones to find success stories to publish
 - ongoing endorsement opportunities
- making workforce strategy more and more accessible
 - preparing case studies and examples
 - tailored summaries and fact sheets
 - presentations and training
 - multiple access points and formats
- responding to questions and suggestions
 - ensuring that there is a way for audience groups to ask questions and give feedback
 - putting mechanisms in place to answer questions and respond to suggestions
 - looking for opportunities to capture feedback
- measuring the impact of communications
 - regularly reviewing the extent of awareness building activities
 - regularly reviewing the depth of understanding of key audience groups

Recommended activities

Exercise 8.1: establishing communication support and sign off procedures

Identify and meet with the key communications and marketing staff in each of the partner organisations to establish review and sign off procedures and gain support and assistance for the launch and ongoing communication activities. If possible, establish a multi-agency working task team from this group to assist you.

Exercise 8.2: planning the launch of the workforce strategy

Revisit the audience group needs assessment in Exercise 7.2, this time from the perspective of how best to communicate with stakeholders at the launch of the workforce strategy. The launch phase is all about establishing a basic level of awareness as widely as possible across the children's workforce.

Exercise 8.3: planning ongoing promotion and communications

Working with the communications team, create a communications plan which:

- contains a mix of push and pull approaches
- builds up understanding over time
- makes use of a variety of media channels and communication formats
- sets out how ongoing, regular communication will be achieved
- includes processes to ensure opportunities to promote successes or endorsements are not lost
- establishes mechanisms for capturing and responding to feedback
- regularly measures and reviews the effectiveness of communications in achieving wide-scale awareness or depth of understanding in certain audience groups

You may find the creative techniques provided in Appendix 2 useful to help generate ideas for cost effective, yet powerful, ways to communicate and promote the workforce strategy.

Checklist for sponsors

Sponsors can support and enable the activities in this module by:

- ☒ facilitating the introduction of the developer to the relevant marketing and communications staff within each organisation involved
- ☒ enabling the creation of a working task team of communications staff to assist with launch and communication activities
- ☒ identifying influential formal and informal leaders to endorse the workforce strategy
- ☒ being an active and visible participant in the launch of the workforce strategy
- ☒ sense checking the workforce strategy communications plan
- ☒ providing clarity regarding the resources and budget available for the launch and ongoing communication of the workforce strategy

Appendix 1: the local workforce strategy diagnostic

The following questions are designed to help give you a perspective on your workforce strategy and the process you have gone through to establish it.

Question	Useful modules	Useful exercises
Have we developed clear links between the workforce strategy and the children's plan?	1	
Have we identified the workforce implications of the children's plan?	1	1.1
Are the workforce strategy and children's plan cycles mapped and aligned?	1	1.2
Have we aligned the workforce strategy locally?	2	
Do we have a good understanding of who makes up our children's workforce, possibly presented in a stakeholder map?	2	2.1
Do we have a clear picture of the local partnership arrangements?	2	2.2
Have we identified the local priorities for the children's workforce by interviewing key stakeholders within each sector?	2	2.3
Have we identified the workforce implications of the local community strategy and local area agreements?	2	2.3
Do we understand the local workforce development priorities highlighted in the workforce strategies, people plans and other documents for each of the sectors in our children's trust?	2	2.3
Have we asked children, young people and their families how they would like the future children's workforce to be shaped?	2, 10	
Have we asked staff at all levels and managers from across the children's workforce to participate in shaping the future of the children's workforce?	2, 10	
Have we aligned our workforce strategy nationally and regionally?	3	

Question	Useful modules	Useful exercises
Do we understand the national context in which our workforce strategy sits?	3	
Have we identified the national priorities for the children's workforce?	3	3.1
Are we effectively project managing the workforce strategy activity and cycle?	4	
Have we decided on an overall model and approach to our strategy activity?	4	4.1
Have we considered the lessons we can learn from the past?	4	4.2
Has the children's partnership scoped the overall ambitions of the workforce strategy activity?	4	4.3
Have we scoped the HR elements to be included in the workforce strategy?	4	4.3
Do we know who to engage in the workforce strategy activities, and when?	4	4.4
Have we created a formal project plan or project charter for the workforce strategy activity?	4	4.1
Have we defined a shared vision of where we want to be?	5	
Have we created a clear and motivating vision statement?	5	5.1
Have we identified the key focus areas of strategic themes of the workforce strategy?	5	5.2
Are a core set of agreed principles in place?	5	5.3
Do we know what we have to do in order to achieve our vision?	6	
Have we conducted a gap analysis to determine where we are now?	6	6.1
Have we made use of evidence such as audit reports, Ofsted and other inspection reports ?	6	

Question	Useful modules	Useful exercises
Have we thought about how to use the children's workforce tool to establish a baseline and support our gap analysis?	6	
Have we developed a range of creative solutions to bridge the gaps?	6	6.2
Could we come up with more effective solutions by embracing creative techniques and engaging in group problem solving?	6	6.2
Are we confident that we have selected and prioritised the strategy actions which will have the greatest impact?	6	
Have we mapped the likely impact of workforce strategy actions?	6	6.3
Are our actions prioritised to ensure there are sufficient resources to deliver the action plan?	6	6.4
Have we assessed the likely impact of the proposed changes?	6	6.5
Do we have a detailed strategy action plan in place – and is it up to date?	6	
Are we confident about the implementation of our workforce strategy?	7	
Are we clear on what structure we need for the strategy document?	7	7.1
Do we know what look and feel we want for our strategy?	7	7.1
Have we taken the needs of our target audience groups into consideration?	7	7.2
Have we thought how best to launch and then promote and communication about the workforce strategy on an ongoing basis?	8	
Have we identified key formal and informal leaders to endorse the workforce strategy and the importance of workforce development?	8	

Question	Useful modules	Useful exercises
Have we established links, and possibly created a working group, of marketing and communications managers from across the children's partnership?	8	8.1
Do we know what the communication and marketing review and sign off procedures are in each of the partner organisations?	8	8.1
Have we planned an exciting launch of the workforce strategy?	8	8.2
Is there a communications plan in place which sets out the key messages and activities to move from awareness building to keep understanding?	8	8.3
Are we effectively implementing the workforce strategy actions?	9	
Have we identified the key internal factors enabling or blocking implementation at a local level?	9	9.1
Is there a programme of change in place?	9	
Are we fostering an innovative, creative and challenging approach to the implementation projects?	9	
Is there support for working in multi-agency or cross-functional teams wherever possible?	9	
Do we know who is responsible and who is accountable for the implementation of every action?	9	9.2
Does everybody implementing strategy actions understand what to report on, when and how?	9, 10	9.2
Are we helping individuals and teams to understand what the workforce strategy means for them personally?	9	9.3
Do we have an effective, agreed, workforce strategy cycle?	10	
Is the workforce strategy cycle linked into existing planning cycles and governance structures?	10	10.1

Question	Useful modules	Useful exercises
Are the workforce strategy cycle and children's plan cycle well aligned? Are commissioning and performance management cycles also taken into consideration?	10	10.1
Are we monitoring and measuring how effectively we're managing the workforce strategy cycle and activities?	11	11.1
Have we identified and mitigated any risks to the workforce strategy activity, and are we reviewing these appropriately?	11	11.2
Are we confident that we are doing the right things, and doing things right?	12	
Do we regularly review the impact the workforce strategy is having on meeting our children's plan and local area objectives?	12	12.1
Do we regularly review the impact the workforce strategy is having on the lives of children and young people, and do we consult them first hand as part of this process?	12	12.1
Do we regularly review the impact the workforce strategy is having on the working environment and job satisfaction of our staff and managers, and do we consult with them first had as part of the process?	12	12.1

Appendix 2: creative problem solving techniques

There are a number of excellent online resources to support creative problem solving, such as:

- the “remodelling” section on the Training and Development Agency for Schools (TDA) website: www.tda.gov.uk/remodelling/managingchange/tools.aspx
- mindtools: www.mindtools.com

Selecting which creativity technique to use largely depends on the number and make-up of the group of people participating, and the purpose of the activity.

Purpose	Recommended techniques
service improvement	reversal; SCAMPER
many new ideas	brainstorming; ideastorming, 6-3-5 brainwriting, windtunnel
getting to the root cause of issues	WILO; fishbone analysis; the 5 why's
problem solving / creative solutions	Osborn-Parnes, provocation, appreciative enquiry, 6 thinking hats

A few of these techniques are described below:

Brainstorming

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a specific problem. There are four basic rules in brainstorming. These are intended to reduce social inhibitions among group members, stimulate idea generation, and increase overall creativity of the group.

- Focus on quantity: The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.
- Withhold criticism: In brainstorming, criticism of ideas generated should be put on hold. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later critical stage of the process.
- Welcome unusual ideas: To get a good and long list of ideas, unusual ideas are welcomed. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking may provide better solutions.
- Combine and improve ideas: Good ideas may be combined to form a single better good idea.

Further details about brainstorming can be found on the TDA website:
www.tda.gov.uk/remodelling/managingchange/tools/brainstorming.aspx

Ideastorming is similar to brainstorming but is done silently, with a group of individuals recording one idea per post-it note and adding these to a wall or flip-chart. This overcomes the creativity blocks that sometimes occur in a more structured brainstorming setting, particularly for groups of staff at different levels or who do not know each other well.

Brainwriting 6-3-5

The aim of 6-3-5 brainwriting is to generate 108 new ideas in half an hour. An individual records an idea on a sheet of paper (see example below) and then passes it on to the next person who uses them as a trigger for their own ideas. The technique involves 6 participants who sit in a group and are supervised by a facilitator. Each participant thinks up 3 ideas every 5 minutes. Participants are encouraged to draw on others' ideas for inspiration, thus stimulating the creative process. After 6 rounds in 30 minutes the group has thought up a total of 108 ideas.

Problem statement			
	idea 1	idea 2	idea 3
participant 1			
participant 2			
participant 3			

Wind tunnel

Wind tunnel is a pair's activity in which one person (the wind-tunneller) has to talk about the challenge and potential solutions for 12 straight minutes - without pause or hesitation. The listening partner records the outcomes of these 12 minutes. The pairs will then compare notes on what they think were the most interesting ideas that emerged. The 'wind-tunneller' shouldn't think too much about exactly what they are saying, rather they should focus on answering the question in as many different ways and in as much detail as they can within the 12 minutes.

The Osborn-Parnes problem-solving model

This model is a process, method, or system for approaching a problem in an imaginative way and resulting in effective action. It uses the following steps:

- **Mess:** finding an effort to identify a situation that presents a challenge.
- **Data:** finding an effort to identify all known facts related to the situation; to seek and identify information that is not known but essential to the situation is identified and sought.
- **Problem:** finding an effort to identify all the possible problem statements and then to isolate the most important or underlying problem.
- **Idea:** finding an effort to identify as many solutions to the problem statement as possible.
- **Solution:** finding using a list of selected criteria to choose the best solution(s) for action.
- **Acceptance:** finding making every effort to gain acceptance for the solution, determine a plan of action, and implement the solution.

SCAMPER

SCAMPER is a checklist that helps you to think of changes you can make to an existing product to create a new one. You can use these changes either as direct suggestions or as starting points for lateral thinking.

- **S** - substitute - components, materials, people
- **C** - combine - mix, combine with other assemblies or services, integrate
- **A** - adapt - alter, change function, use part of another element
- **M** - modify - increase or reduce in scale, change shape, modify attributes (e.g. colour)
- **P** - put to another use
- **E** - eliminate - remove elements, simplify, reduce to core functionality
- **R** - reverse - turn inside out or upside down

For each problem or challenge faced the group will need to think of an answer to each of the seven aspects of SCAMPER. This can be done as a whole group or on an individual basis where ideas are discussed once each person has completed their own SCAMPER.

Provocation

Provocation is an important lateral thinking technique. It works by moving your thinking out of the established patterns that you use to solve problems. Sometimes it's possible that you already know the solutions to problems in different contexts but the structure of our brains makes it difficult for us to make this link.

- Begin by making deliberately stupid statements (Provocations), in which something taken for granted about the situation is not true.
- Suspend judgment and use that statement to generate ideas. Provocations give us original starting points for creative thinking.

Once you have made the provocation you will then answer a series of questions against the statement:

- what are the consequences of the statement?
- what are the benefits?
- what special circumstances would make it a sensible solution?
- the principles needed to support it and make it work?
- how it would work moment-to-moment?
- what would happen if a sequence of events was changed?

Six thinking hats

Developed by Edward de Bono, this well known technique is a lateral thinking tool for group discussion and individual thinking. It helps individuals or groups to look at important decisions from a number of different perspectives and aids decision making by forcing people to move outside their habitual ways of thinking.

To use six thinking hats to improve the quality of decision-making, look at the decision "wearing" each of the thinking hats in turn. Each "thinking hat" is a different style of thinking: white hat – state the facts, red hat – state the emotions, black hat – negative aspects, yellow hat – positive aspects, blue hat – sum up, green hat – creative ideas.

Appreciative enquiry

This approach to problem solving involves taking unusual step of focussing on what's going right for you. This involves shifting to a positive perspective, look at the things that are working, and build on them. In some situations this can be very powerful because, by focusing on positives, you can build the unique strengths which bring real success.

The issue is explored in four phases: define discovery, dream and design.

- **Define the problem:** just as your decision to look at the positives will move you in a positive direction, defining your topic positively will help you look at its positive aspects.
- **Discovery phase:** look for the best of what has happened in the past, and what is currently working well.
- **Dream phase:** in this phase, participants dream of "what might be". Think about how you can take the positives you identified in the discovery phase, and reinforce them to build real strengths.
- **Design phase:** building on the dream, this phase looks at the practicalities needed to support the vision. Here you start to drill down the types of systems, processes, and strategies that will enable the dream to be realised.

Reversal works in a similar way, asking the opposite of the question you are really trying to answer. It is particularly effective when looking at service improvements. For example, "how could we reduce customer satisfaction?". Examine the answers for ideas of how you could do the opposite and solve the problem.

The National College is the first professional body uniquely dedicated to developing and supporting aspiring and serving leaders in schools, early years settings and children's services.

The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders – exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

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